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## ABSTRACT

The school administrator directed document discusses organizing advisory committees and provides general guidelines for their utilization by educational personnel in developing career education programs. Defining an advisory board as a group of representative laypeople from the community, the guide discusses the needs, functions, and selection of such a group. Suggested procedures for setting up and holding meetings between the advisory board and school administrators are outlined, discussion techniques listed, and chairperson and school representative responsibilities enumerated. The document concludes that community involvement is the key to a successful career education program. A sample appointment letter and meeting agenda are appended. (LH)

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## INTRODUCTION

Career Education will only be successful if educators can and will bring themselves to work with Agriculture, Business, Labor, and Government. Educators alone do not have all of the answers to problems encountered in education, but the solutions to problems of youth might be found through cooperative and concentrated efforts.

The purpose of this booklet is to assist educators in establishing those cooperative efforts. Plus, the booklet is intended to encourage and assist educators and school administrators to organize advisory committees and to provide general guidelines for effective utilization of these committees.

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## FOREWARD

ADVISORY COMMITTEES CAN CONTRIBUTE TO THE SUCCESS OF CAREER EDUCATION PROGRAMS.

WITH THE RAPID INCREASE IN TECHNOLOGICAL KNOWLEDGE AND CHANGE, IT IS IMPORTANT FOR EDUCATORS TO BE COGNIZANT OF THESE DEVELOPMENTS AND CHANGES.

ADVISORY COMMITTEES, WITH THEIR REPRESENTATION FROM LABOR AND MANAGEMENT, CAN PROVIDE THE INFORMATION AND GUIDANCE NEEDED TO KEEP TRAINING PROGRAMS CURRENT.

The primary purpose of this guide is to encourage and help school administrators to organize advisory committees and to provide general guidelines for their effective utilization.

## DEFINITION OF ADVISORY COMMITTEE

The advisory committee is a group of persons outside the educational profession, made up of representative laymen who advise and assist educational personnel in the building of a sound career education program.

The project presented or reported herein was performed pursuant to a grant from the U. S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement of the U. S. Office of Education should be inferred.

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## WHY THE NEED FOR AN ADVISORY COMMITTEE?

Assisting young people to understand qualification and requirements in career fields requires the best cooperative efforts of the school and the community. In order to meet its responsibility, the school must know what the people need and want. The community should know what the school is doing and is capable of doing.

It is also necessary for the school to know what jobs are available and how they can best give students knowledge of these jobs. There must be a two-way system of understanding and communication between agriculture, business, labor, industry, and education in order to keep the program realistic and to meet changing needs. Today, more than ever before, education and outside agencies must work as a team and share the responsibility for training the work force vital to the nation's economy. There are several reasons for having an advisory committee:

1. They offer support and advice on policies from a layman's point of view.
2. They provide advice that is not easily obtainable elsewhere.
3. They have important public relations potential.
4. They assist educators on up-to-date occurrences in the agricultural, business, labor, and governmental areas.

### FUNCTIONS OF THE ADVISORY COMMITTEE:

The general function of the committee is to act in an advisory capacity for the development of the career education program. The advisory committee should advise the school administration on such things as types of employees they are seeking; availability of openings in various fields; long-range projections in occupational areas; general and specific attitudes for employees; awareness of how disciplines can relate to occupation; ideas on how teachers can incorporate or simulate careers into subjects and to contribute current information about the world of work and the worth of work.

Other than the above mentioned functions, advisory committees often perform the following:

1. Advise as to adequacy and appropriateness of facilities and equipment.
2. Assist teachers in relating their instruction to the needs of the community.
3. Recommend criteria for the evaluation of programs.
4. Assist in development of a good public relations program.
5. Assist teachers by making suggestions on ways to include careers in the curriculum.

## SELECTION OF ADVISORY COMMITTEE MEMBERS

### Criteria for selection of committee members:

1. Interest
2. Character and integrity
3. Ability to express and willingness to defend their convictions without attempting to dominate discussion
4. Willingness to work and donate their time.

### Committee members should be composed of:

1. Parents
2. Businessmen (both employers and employees)
3. Both men and women
4. Students currently enrolled in school (to express their views)
5. School district member

NOTE: Be sure to get a good cross-section of owners, managers, employees. Take precautions to insure that organized labor and management receive equal representation.

About seven (7) to nine (9) members make a good sized committee.

## THE FIRST MEETING

The initial meeting is extremely critical as far as maintaining the interest and continued support of the committee members. If the first meeting is well conducted, the new members are well informed by the school, and a degree of rapport is established, continued participation will probably be forthcoming. The following checklist will assist the responsible person in his preparations for the first meeting:

1. Inform each member of the date, time, and place of the meeting several days in advance.
2. Send invitation to school administration.
3. Prepare agenda for the meeting. (Orientation of the members is the main objective).

### Suggested Agenda:

- a. Welcome and remarks by the chief school administrator.
- b. Introduction of the members
- c. Nature and objectives of the school and the specific program.

- d. Organization of the committee.
- e. Other business -- questions from participants.
- f. Set date for the next meeting.
- g. Adjournment
- 4. Start and adjourn on time.
- 5. Arrange for refreshments.
- 6. Make a friendly phone call to the committee members and thank them for attending.

NOTE: There is no generally accepted policy regarding the number of meetings to be held. A committee working to build a worthwhile program must meet often and regularly in order to carry out its assignment. When committees are assembled to deal with short-term projects, the frequency of the meetings should be arrived at accordingly.

#### SUBSEQUENT ADVISORY COMMITTEE MEETINGS

The following guidelines will be of assistance in conducting advisory committee meetings:

- 1. Start and stop on time.
- 2. Follow the agenda:
  - a. See that all pertinent information is presented.
  - b. Allow for discussion and questions.
  - c. Summarize when necessary.
  - d. Get group decision.

The following information may also be of help in conducting meetings:

#### "How to Prepare for a Discussion"

- 1. Have your program or purpose organized.
- 2. Breakdown and list the basic topic points.
- 3. Analyze questions to be discussed.
- 4. List important discussion questions.
- 5. Check room for comfortable temperature and lighting.
- 6. Place chairs around table informally and in conference style.
- 7. Arrange for pencils and note pads for each person.

#### "Suggestions for Leading a Discussion"

- 1. Set the stage.
  - a. Create an informal atmosphere and put the group at ease.
  - b. State and clarify the questions, problem care or issue.
  - c. Arouse interest; advance a question of the analytical or comparative type.

2. Direct the discussion.
  - a. Ask and redirect questions. Keep the discussion moving in a developmental direction.
  - b. Indicate points of agreement and disagreement.
  - c. Give appropriate credit for all worthy relevant ideas.
  - d. Encourage exploration and new suggestions.
  - e. Summarize discussions when they are fully developed and call attention to unexplored viewpoints.

### THE CHAIRMAN'S RESPONSIBILITIES

The chairman's conduct at advisory committee meetings will, to a large extent, determine the effectiveness of the committee. He will, of course, delegate many of his duties to the secretary or other members of the committee, but he is still responsible for the following functions:

1. Establish meeting dates and calling the committee members.
2. Planning committee functions.
3. Preparing a suitable agenda.
4. Providing background information as necessary.
5. Presiding at meetings.
6. Undertaking necessary follow-ups.
7. Providing reports as required.
8. Maintaining necessary personnel contacts with members.
9. Assuring that physical needs are cared for.

Advisory committee members will show the greatest continued interest and participation in school projects when:

1. Their advice is sought frequently but not unnecessarily.
2. Their former suggestions have been used by the school administration.
3. Democratic procedures have been used in committee meetings.
4. Due credit is given them by having their names printed in the various publications and news releases.
5. The school representative keeps them informed of the progress of each phase of the program.

### THE SCHOOL REPRESENTATIVE'S RESPONSIBILITIES

Since the advisory committee, in most cases, will depend upon the school representative to guide its operation, the school representative will want to consider the following items:

1. Respect the committee's limited time.
2. Be prompt in the preparation of records (such as minutes of the meetings, etc.)
3. Do not underestimate the intelligence of the committee members or their interest in educational matters.
4. It is inadvisable ever to permit committees to become administrative in their functions. Seek a consensus, never a vote.
5. The school representative should never usurp the functions of the advisory committee by such actions as:
  - a. Initiating programs without consulting the advisory committee.
  - b. Taking action within the realm of the designated functions of the advisory committee without first consulting the committee.
  - c. Failing to inform the committee of facts pertaining to the program.
6. Do not set too broad a scope of objectives for the advisory committee, or allow the committee to deviate too far from their original objectives.
7. Use of privileged information by the committee members for their own benefit or profit must be avoided.
8. Do not ignore the committee's recommendations. If their suggestions are sound, appropriate action should be taken as soon as possible. If the proposals are not adopted by the school, committee members should be told why.

The techniques used by the school representative will be influenced by many factors and will need to be changed to fit the personnel of the committee and local conditions. It is hoped that the various techniques indicated here will help school representatives adopt sound methods of effectively working with advisory committees.

### CONCLUSION

Career education depends on community involvement. Its activities project out of the classroom and into the community. Community resources -- people, places, and things -- are both content and methods of instruction. They are essential to program success. And while the specific resources of communities vary, each is rich in its own unique way.

Because career education has not yet been tightly defined, there is opportunity to tailor programs to the widely different community circumstances. The programs that develop should have objectives broader than just filling manpower needs and providing students with salable skills. They can be the avenue through which students find a successful and satisfying future. They can be the door that lets the community know what goes on in school. They can be the key to community support for education.

APPENDIX A

SAMPLE APPOINTMENT LETTER MAILED TO ALL COMMUNITY ADVISORY COMMITTEE MEMBERS

School Letterhead

Date

Mr. Name Jones  
Skyview Drive  
Cashmere, WA 98815

Dear Mr. Jones:

I wish to extend my thanks and appreciation and that of the administration to you for agreeing to serve as a member of the Career Education Community Advisory Committee.

The advice and assistance given by people, such as yourself, can help teachers to help students. Through interested citizens such as you it is possible for educators to provide the young people of Cashmere and Peshastin-Dryden Schools educational opportunities which will be of greatest benefit to them.

May we thank you again for your consideration to assist the schools in this advisory capacity. We hope that you will find your association with career education both pleasant and rewarding.

Our first meeting will be held in the Board Room, Cashmere Administration Building, at 7:30 P.M., Wednesday, August 29, 1973. We are looking forward to seeing you then.

Sincerely,

Project Director, Career Education  
Cashmere, Peshastin-Dryden Schools

or

Superintendent of Schools  
Cashmere, Peshastin-Dryden Schools

ABC:de  
Enclosure

APPENDIX B

SAMPLE AGENDA FOR FIRST MEETING

AGENDA  
CAREER EDUCATION  
COMMUNITY ADVISORY COMMITTEE

Wednesday, August 29, 1973

1. 7:30 P.M. Meeting Called to Order . . . Chairman
2. Introduction of Members and Staff . . . Chairman
3. Report by Staff on Career Education
  - Administrative . . . . . Director
  - Guidance . . . . . Guidance Director
  - Curriculum . . . . . Curriculum Director
4. Discussion and Explanation of Career Education
5. Discussion of Responsibilities of Advisory Committee Members
6. Report of Tentative Plans - (Time Line)
7. Election of Officers
8. Other Business
9. Date of Next Meeting
10. Adjournment

REFERENCE MATERIAL

Advisory Committee, Arizona State Department of Vocational Education.

The Advisory Committee, Coordinating Council for Occupational Education, State of Washington.

Involving the Community in Career Education, Center for Occupational Education, North Carolina State University at Raleigh.